

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Escalon Unified School District	\$141,995.00

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Escalon Unified School District (EUSD) continues its commitment in ensuring all students learn at high levels. This goal includes ensuring the success of our unduplicated pupils: foster youth, low-income students, and English learners. To support our efforts of improving or increasing services for unduplicated students, and improve A-G eligibility, the district intends to use A-G Improvement Grant funds in the following ways:

1. Provide Evidence Based Staff Professional Development which emphasizes the following:
 - *Improved understanding of the A-G requirements
 - *Better understanding of the College and Career Readiness Indicator on the California School Dashboard
 - *Recognition of the Importance of A-G course completion, regardless of student post-secondary plans
 - *Improvements in the data analysis with a focus on data disaggregation and identification of student groups who may require additional supports and services
2. Allow for protected collaboration time to support vertical alignment of the Guaranteed Standards from grade levels TK through 12th, and ultimately support multiple A-G completion pathways
3. Allow for extended learning opportunities and credit recovery options which support the meeting of A-G requirements (e.g., credit recovery course access, access to BYU courses)
4. Provide funds which support the subsidized and/or no cost access to Advanced Placement Exams
5. Maintenance of online platforms which support A-G requirement tracking and post-secondary planning (e.g., California College Guidance Initiative {CCGI})

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

Access to a broad course of study, including access to A-G approved courses will be provided to all students including foster youth, low-income students, and English Learners. This will be supported through various ways. First, staff, student and parent education on A-G requirements will be provided and will support broader understanding and access to University of California and California State University preparatory courses. The benefits of completing A-G requirements will be better explained, independent of student post-secondary goals. Relatedly, better

understanding of aggregate and student data both local and state reported (e.g., California School Dashboard) will support targeted actions plans that will ensure unduplicated pupils continue to be provided with access to A-G courses. Second, protected teacher collaboration time will support the District's Professional Learning Community (PLC) process, by allowing for vertical alignment of standards and the development of additional courses that support A-G completion through various pathways (e.g., CTE approved A-G courses). Thirdly, the continued access to A-G credit recovery courses, as well as additional opportunities to access A-G approved courses through outside partners (i.e., BYU course access) will grant unduplicated pupils the additional opportunities to make up failed courses while simultaneously meeting college requirements. Fourth, subsidizing the cost of Advanced Placement tests for low-income students, foster youth, and English Learners may increase their participation in advanced placement classes. This in turn may encourage them to take advanced placement tests in the Spring and ultimately increase test passage rates. Lastly, the ongoing maintenance and access to platforms which not only assist with post-secondary planning, but also audit and track the completion of A-G requirements completion (i.e., California College Guidance Initiative CCGI)) coupled with academic counseling will allow for optimal post-secondary planning.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 61

A total of 61 students received a letter grade of "D," "F," or "Fail" in the 2020 Spring semester. Students who obtained these letter grades were given several opportunities to retake courses. These opportunities included:

1. Credit recovery opportunities offered after the end of the traditional school day. These courses were taught by district hired instructors with the aid of district adopted instructional materials. Relatedly, when available, the support of instructional assistants trained in meeting the needs of English Learners were added to credit recovery classes.
2. Summer school credit recovery sessions were offered to assist students who needed to retake courses. Like the credit recovery courses offered throughout the school year, students were taught by district teachers and the extra support of instructional assistants was provided as available.
3. Students were likewise given the opportunity to make-up A-G approved courses through partnerships with outside vendors, including BYU Independent Study.

Student access to these additional opportunities proved beneficial, as many students were able to improve letter grades and ultimately meet more A-G credit requirements.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

The A-G Completion Improvement Grant Plan (and the described services and associated expenditures) supplements services outlined within the District Local Control and Accountability Plan (LCAP). The District LCAP encompasses three broad goals with various actions. The goals included follow below:

*Goal one (Conditions of Learning): Escalon Unified School District will provide the necessary supports, resources and staffing to make all students Career and College ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous Common Core State Standards.

*Goal two (Student Outcomes): Escalon Unified School District will implement a multi-tiered system of supports that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.

*Goal three (Engagement): Escalon Unified School District will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.

As such the actions described within this plan supplement the following LCAP Goals and actions:

1.1 Access to the Common Core State Standards (CCSS)

1.5 Maintenance of Tier II and Tier III Staff and Supports

1.7 Targeted Professional Development

1.8 Access to CCSS Instructional Materials

1.9 Additional Supplemental Services and Materials

2.1 Student Achievement: Progress and Maintenance

2.4 Access to Extended Learning Opportunities and Interventions

2.5. Multi-Tiered System of Support Maintenance

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide Evidence Based Professional Development which emphasizes Improved understanding of the A-G requirements; better understanding of the College and Career Readiness Indicator on the California School Dashboard; recognition of the Importance of A-G course completion, regardless of student post-secondary plans; improvements in the data analysis with a focus on data disaggregation and identification of student groups who may require additional supports and services)	\$50,000.00
Protected collaboration time to support vertical alignment of the Guaranteed Standards from grade levels TK through 12th, and ultimately support multiple A-G completion pathways	\$15,000.00
Extended learning opportunities and credit recovery options which support the meeting of A-G requirements	\$28,995.00
Funds which support the subsidized and/or no cost access to Advanced Placement Exams	\$8,000.00
Maintenance of online platforms which support A-G requirement tracking and post-secondary planning (e.g., California College Guidance Initiative {CCGI})	\$40,000.00